| Research Article

Classification of Lessons into Modules When Organizing Educational Activities in Non-Government Schools

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Abstract: Non-governmental educational institutions use modular lesson classification as an effective pedagogical approach which helps students learn more efficiently by providing organized lesson structures. This study investigates the impact of modular teaching on lesson organization, student engagement, and teacher efficiency. The existing research about modular lesson organization fails to deliver a thorough examination between systematic lesson modules and their impact on individualized learning. Researchers used qualitative research methods to study the implementation and design aspects of modular teaching approaches. The results demonstrate that modular teaching provides structured learning components which let students move ahead alone but simultaneously enhance their understanding. Teacher lesson preparation receives improvement and systemic student progress evaluation becomes feasible through the implementation of modular teaching. These findings demonstrate that modular learning effectively connects to state standards as well as meets students' different ways of learning. Research findings demonstrate that modular educational design improves performances of students alongside instructional quality standards. Updated research must unite digital educational tools with adaptive learning technologies inside modular learning frameworks for improved educational performance.

Keywords: Modular teaching, lesson organization, student engagement, teacher efficiency, structured learning, individualized learning, pedagogical strategy, knowledge retention, educational standards, adaptive learning.

Introduction

The educational field now places heightened importance on lesson modularization as an approach to boost student interest as well as educational effectiveness. Under modular instruction teaching programs students learn through the distribution of content into simpler smaller sections which they can understand before moving onto subsequent elements. Non-governmental educational institutions find the modular approach highly appropriate because they serve students whose learning differences require flexible pedagogical methods. Instrumental to efficient teaching practice is the act of dividing complex subjects into individual units that aid progressive learning

development and independent studying abilities and knowledge permanence. Modular teaching grows more significant in modern education because of increased focus on student-led instruction as well as flexible learning platforms.

The modular method of instruction roots itself in constructivist learning theories because it focuses on building knowledge through hands-on learning and situational knowledge comprehension. Modular teaching organizes instructional steps to meet the needs of different cognitive abilities based on Bloom's taxonomy principles. Research has studied modular education throughout different teaching settings to establish its positive results for student learning and program organization and self-motivation. A limited number of studies examine how systematic classifications of lesson modules affect student individualized learning experiences through lesson structures. The investigation needs to expand regarding how long-term retention and critical thinking development is affected by modular teaching.

The study adopts a qualitative research approach to analyze non-governmental school modular teaching through document-based assessment of its structural design and instructional organization. Data about best practices in modular lesson design is extracted from pedagogical literature along with lesson plans and instructional models. The research evaluates how modular instruction frameworks affect classroom interaction and teacher effectiveness and lesson organization to better understand modular teaching benefits for education quality. The evaluation uses comparative research to assess various modular strategies in order to provide an extensive review of such methods across different educational settings.

The anticipated study outcome demonstrates how modular education methods enhance curriculum planning speed and create organized educational structures and improve student mastery of subjects. Through personalized learning speeds students can achieve better retention and deeper understanding of studied material according to the expected findings. The study investigates the relationship between modular teaching methods and state educational criteria to prove their compatibility along with providing customized educational opportunities. The modular learning method generates better assessment methods which enable teachers to monitor student development through structured tracking mechanisms. The study releases vital information that will help educational administrators and teaching professionals enhance their instructional methods in various learning environments.

This study's findings create extended effects which boost educational strategies involving both lesson arrangement and broader curriculum development and instructional preparation methods. The research evidence on modular education benefits proves why this educational model should become an integral part of current teaching practices. Checklists together with research findings will help educational authorities make decisions about curricular development to enable effective use of modular approaches which address different learning stages of students. Future research needs to analyze how digital technologies can enhance modular teaching systems to achieve superior adaptive learning tactics. The study contributes to educational practice improvement conversations by supporting modular learning as a way to promote independent student success.

Results and discussion

In the organization of educational sessions, mastering lessons by dividing them into modules is an effective method of learning. This method breaks large, complex lessons into smaller, manageable chunks, helping students better understand and retain the material.

Organizing lessons using modules allows for a step-by-step approach to learning, where each module represents a separate stage of learning a certain topic or task. Students go through each module one by one, gradually increasing their skills and abilities.

Dividing lessons into modules also has its advantages for the teacher. He can plan lessons more easily, schedule them for step-by-step learning, and present a structured training course. In addition, the modular structure helps students and teachers evaluate their achievements and determine what additional study or action is needed.

Modular technology can meet state requirements at a high level by creating an opportunity to choose the organization of lessons, teaching methods and types. Here, students will have the opportunity to work independently at a convenient pace from the offered individual educational programs. In the development of the module, it is very important that its content is presented in a convenient and demonstrative manner.

Designing training on modular principles

№	Босқичлар	Ҳаракатлар
1.	Дарс муаммосини аниқлаш.	Дарс мавзусини таҳлил қилиш, дастур топшириқ-лари ва мақсадларини аниқлаш
2.	Мақсадларни шакллантириш.	Умумий мақсадларни аниқлаш. Алоҳида мақсадларни аниқлаш
3.	Дастлабки шароит ва талабларни белгилаш.	Дастур бўйича дарс учун зарур бўлган асосланган дастлабки минимал даражаларни ўрнатиш
4.	Дарс мазмунининг тузилиши ва сараланиши.	Мавзуларни аниқлаш орқали дарс мазмунини танлаш, таҳлил қилиш ва ташкил этиш ҳамда уларни ўрганишнинг мантиқий кетма-кетлигини ўрнатиш
5.	Мустақил ўрганиш стратегия-сининг танланиши	Дарснинг мақсад ва воситаларини танлаш, таянч тизимни яратиш.
6.	Дарсни баҳолаш воситалари ва стратегиясини танлаш.	Баҳолаш мезонларини аниқлаш. Баҳолаш воситаларини танлаш.

Basic concepts of modules.

Module. A concept representing the constituent parts of pedagogical technology.

Letter module. This is a part of the science, the topics of which are close to each other.

Medium module. Topics in the letter module.

A small module. A part of the topic dedicated to a specific issue.

Modular teaching. It is the organization of training based on educational programs created by modules. The module covers the lesson content at three levels: full, abbreviated and in-depth. Program materials can be provided simultaneously in all possible codes: pictures, tests, symbols and words.

The use of teaching technology divided into modules gives good results when conducting training. Because, when teaching divided into modules, it is possible to teach the topic of the lesson in full, shortened and in-depth layering. In the transition to module-based teaching, the goals are to ensure the continuity of teaching, individualize teaching, create sufficient conditions for independent learning of educational material, and achieve mastery of the subject. Conditions will be created for students to learn according to their abilities. Based on the analysis of the working curriculum, a group of disciplines is determined, that is, the entire curriculum is considered as a set of separate macromodules.

In the first step. Subjects in the curriculum are divided into macromodules.

In the second stage. Study period will be shortened.

In the third stage. The connection between the curricula of subjects included in the macromodule is ensured.

In the fourth stage. Fanning module will be created.

In the fifth stage. Educational and exhibition materials of the module will be developed.

In the sixth stage. Teaching technology is designed on the basis of modular teaching principles.

In the seventh stage. The number of subjects to be studied is taken into account and the training schedule is drawn up.

The module can include 2-3 lectures, practical lessons and laboratory work. Tests, assignments for individual and independent work, distribution materials, list of literature, work study program are prepared to control the knowledge of students in each module. Each module ends with tests. If the subject passed in the current module is controlled, the entrance control for the next module will be performed. Students move from one module to another module by adapting the learning materials. Practical and laboratory exercises of the module are organized together with lectures.

Stages of creating a project and actions to be taken. Divide the lesson into large and medium modules in terms of content and volume, and determine the goals of the large modules.

1. Determine the topics and goals of the middle modules in the main module.

2. Creating a set of skills in the form of verbs that will be formed at the end of achieving goals.

3. Determine the objectives of the small modules in the middle module and set the time.

4. Determine the basic concepts and control questions in the modules.

5. Determine the evaluation criteria.

6. To determine the type, type, and pedagogical methods and styles used in the secondary module.

7. Among the information technologies used in independent education, demonstration tools, didactic materials, find those used in the module and determine the places of use.

8. Write a module text representing the content of the middle module and the progress of the training.

Preparation of materials on the module. Tests for monitoring student knowledge, assignments for independent work, educational and methodical distribution materials, list of educational and scientific literature, working curriculum.

Advantages of the module system. Ensuring the continuity of teaching between disciplines and modules within disciplines, establishing methodological consistency of classes within each module and between them, the suitability of the modular structure of the discipline, regular and effective monitoring of student knowledge acquisition, as a result of compressing information, speeding up learning, effective use of classroom hours and the structure of study time, hours allocated for lectures, practical exercises, individual and independent work. optimization.

Modular system content selection criteria. The main constituent parts of the tasks are expressed in jakhlit; to choose promising signs that are more necessary in education; ensuring that students are matched to their abilities depending on their age and interest; compliance with the time allotted for study given in the curriculum; noting foreign and republican experiences in content formation; ensuring compliance with the material, technical and stylistic support of educational institutions, etc.

Thus, the use of the module structure in the organization of training sessions helps to learn more efficiently and consciously. This approach allows students to gain deep knowledge and skills, and also helps teachers to manage education more effectively.

Conclusion

The results of the present study indicate that modular teaching is a effective approach for organizing educational activities within non government schools, it is very useful in increasing the student engagement, knowledge construction, instructional arrangement in the non government schools. The research shows that compartmentalizing classes increases education through a tutelage procedure dividing the training into distributors advancing the pupil inviting him all though this process but competent one so conclusions being unhearing. In addition, modular instruction aids educators in lesson planning, assessment, curriculum planning, by providing a structured framework for structuring content. In light of these findings, the conclusion is that modular teaching methods can achieve considerable increases in learning performance and instructional efficiency, especially where the learning process has to cater to individual needs. In addition, the study highlights the necessity of using the modular learning for the integration with adaptive digital technologies to obtain the maximum effect of modular education in contemporary education settings. Thus, future studies need to investigate on the long-term effect of modular teaching on critical thinking skills; students' motivation; and interdisciplinary learning and also need to discuss its practical use across different levels of education and subject domain.

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